



CTE Standards Reform: Phase II Frequently Asked Questions

What was the process for writing and reviewing standards?

- Standards revision occurred in multiple steps, including research and data gathering, skills alignment, program of study development, and writing and reviewing. Secondary teachers, postsecondary educators, business and industry, and national benchmark standards were utilized along the way. For additional information on the process, please see the Phase II One Pager located on the [Phase II webpage](#). For additional information about the reviewers involved in the process, please see the Standards Reform: Phase II Overview located on the [Phase II webpage](#).

How will CTE directors and teachers be supported prior to using the new standards?

- Various resources, materials, webinars and workshops will be released throughout the 2013-14 school year to assist in preparing CTE directors and teachers for implementation of the new standards in the 2014-15 school year.
- CTE directors are strongly encouraged to provide their teachers with ongoing opportunities to experience training in Common Core State Standards in Literacy for Technical Subjects. Resources can be found at www.TNCore.org.
- CTE directors and teachers will have access to additional trainings on both content and instructional practice aligned with career cluster-specific standards during the 2014 Institute for CTE Educators.

What effect will the new standards format have on classroom instruction?

- Teachers will experience fewer standards. These standards are also written to a much deeper level of conceptual understanding. Fewer standards will allow additional time for teachers to build student content knowledge and practice skills most necessary for postsecondary and career readiness.
- New standards include clear linkages to general education content, allowing teachers to better plan comprehensive units and collaborate with other educators to meet their quality program indicators.

When will training, professional development, and additional information be provided?

- Regional meetings providing an overview and explanation of Phase II are taking place from November through December.
- Webinars for Agriculture, Education & Training, and Human Services as well as a general overview will be provided in late October and early November and placed on the [Phase II webpage](#).
 - Additional webinars will be provided on an ongoing basis and will be placed on the [Phase II webpage](#).
- Resources aligned with new standards, CTSO competitive events, and Common Core State Standards for Literacy in Technical Subjects will be released in December and placed on the [TNCore webpage](#) as well on the [Phase II webpage](#).
- Webinars and information for counselors will be provided in early November continuing into the spring. Sessions will also be presented at the 2014 School Counselors and Administrator Leadership Institute.



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- Regional training for CTE teachers will be provided from February through April.
 - Materials to assist administrators with providing this training for their teachers within their LEA will be provided in March and placed on the [Phase II webpage](#).
- Workshops and training on content and instructional practice will take place at the 2014 Institute for CTE Educators, July 7-11, at the Music City Center in Nashville.
 - Presentations and materials from the Institute will be shared with CTE teachers and directors and placed online.

Will the new and revised courses result in higher costs for equipment purchases, instructional supplies, etc?

- Course description documents for new and revised courses now outline suggested equipment for each course and include references to primary source documents to assist teachers and CTE directors with course implementation. You can find these documents on the corresponding [career cluster page](#). We do not anticipate any standards revisions resulting in increased costs for LEAs.

Why are specific courses/Programs of Study no longer offered?

- We retired some courses and programs of study that were duplicative or no longer reflected the workforce needs of our state. Input from business and industry stakeholders also identified hard/soft skills that were obsolete. New POS course sequences include less duplication of standards between courses, as well as performance expectations more aligned with postsecondary and industry employment opportunities.
- Tennessee teachers, postsecondary faculty, and business and industry personnel have reviewed and endorsed the new courses.

What are the specific courses that are being retired?

- The list of new courses, revised courses, and courses that are being retired can be found on the [Phase II webpage](#). Fifty-nine courses are being retired; however, 62.7% of these courses were used in the creation of new or revised courses. The rest of the courses were retired due to duplicative standards, duplicative course codes, or standards which were outdated and no longer aligned to industry and postsecondary needs.

Are all contextual academics courses being retired and if so, what does this mean for my system and the students in these courses?

- Yes, all contextual academics courses are being retired. The courses were identified for retirement given the presence of Common Core State Standards and the promotion of project-based learning in general education courses. With these standards aligned to our CTE and general education courses going forward, the instructional aspects which made contextual courses special, have diminished.
- If a district needs a year to transition out of contextual courses currently offered, it should submit a special course request for the 2014-15 school year and the division of Career and Technical Education will work with each district on an individual basis to develop an effective transition plan.

About the Tennessee Department of Education

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What will happen to a student who has partially completed a Program of Study that has now changed?

- LEAs have the option to “grandfather-in” a student in a past course or program of study for completion of that program of study without penalty. LEAs are encouraged, however, to modify course schedules to reflect new course sequences as quickly as possible in order to best prepare students for postsecondary and career opportunities.
- If the new and revised courses are approved on second reading in January 2014, the only board approved standards for Ag, Edu and HuSv will be the new courses. Upon approval, LEAs will need to use only the new standards for these courses in the years ahead. For questions on specific course substitutions, please reach out to the appropriate curriculum consultant.

When can we see the full list of 2014-15 Programs of Study?

- The 2014-15 Programs of Study will be released no later than mid-November, in advance of the spring 2014 “open enrollment.”

When will we see the list of courses that will be presented to State Board of Education in January?

- The list of courses that will be presented to State Board of Education for first reading in January will be released in early November.

Will the changes impact CTSO membership?

- Career and Technical Student Organizations (CTSOs) are a vital and important part of all CTE programs of study. CTSOs give our students opportunities to practice and demonstrate the knowledge they learn in the classroom, as well as build important communication and leadership skills. This will not change. New course and program of study description documents will include references to aligned CTSOs. The Department will also be releasing materials aligning specific CTSO competitive events with Common Core State Standards for Literacy in Technical Subjects, giving teachers important tools to meet rigorous standards through identified CTSO activities.

When and how will I purchase textbooks that align to the new and revised courses?

- Textbook review for courses in Agriculture, Food, & Natural Resources (Ag), Education & Training (Edu), and Human Services (HuSv) will occur during the summer of 2014 for adoption in 2015-16. Standards are being released one year in advance of textbook material review in order to provide publishers with ample time to prepare aligned materials. In advance of new textbooks, LEAs can continue to use titles currently on the adoption list and can supplement with primary source documents, academic journals, and news media. Lists of aligned materials will be published by the Department to assist teachers and can be located on the correlating [career cluster page](#).
- For courses in other career clusters, LEAs will have the option of adopting textbooks, based on current needs:
 - For new or revised courses with no titles currently on the adoption list, LEAs can adopt any textbooks they choose, providing documentation to the state following existing guidelines.

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- For revised courses with old titles currently on the adoption list, LEAs may use previously adopted textbooks and supplement with materials identified by the Department (such as primary source documents, academic journals, and news media) or they can contact the publisher to inquire about new editions.

How will the new standards format affect eTIGER reporting?

- Student performance indicators are embedded in the new standards; therefore, teachers will no longer see competencies in addition to standards. When new and revised courses are uploaded into eTIGER, teachers will report technical skill attainment via each standard. This will drastically reduce the amount of data entry and time required of teachers.
- Teachers will still be required to report individual competency information for courses that have not yet undergone revision.

Should we anticipate any changes in endorsements related to courses in which a teacher is qualified to teach?

- There will be changes to the correlation of course codes to reflect the new courses. In many instances, we have expanded the pool of teachers qualified to teach these courses.
- Approximately 1% of teachers will be impacted by the changes to the correlation of codes and in these scenarios we are reaching out to individuals and LEAs that are directly impacted.
 - For example: we are grandfathering old endorsements into current or new endorsements in an effort to update the correlation of course codes for CTE into a simpler list of endorsements related to courses.

Who will be able to teach the new STEM courses?

- Teachers who hold the Technology Engineering Education (477) endorsement will still be qualified to teach these courses.
- The 477 endorsement will be renamed Engineering and Technology and will be given to teachers/candidates who meet any of the following criteria:
 - Hold a Bachelor's degree in engineering, engineering technology, or physics and pass the Praxis Test # 0051 Technology EducationOR
 - A Tennessee licensed Math, Science or Information Technology teacher with state approved trainingOR
 - A Tennessee licensed educator with state approved training upon passing the Praxis Test # 0051 Technology Education

Do you have a question that isn't addressed here? Send your question to CTE.Questions@tn.gov and we will respond in a timely fashion. We will update this list with reoccurring questions on a frequent basis.

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